

RELIGIOUS EDUCATION AND BEING PHILOSOPHERS AT THE WEALD

A space to learn; a space to grow.

At The Weald, we support all members of our school community – our children, our staff and our families—to make and keep this pledge so that our children learn, grow and achieve their very best.

Our curriculum:

- Puts the mental and physical wellbeing of our children at the heart of all that we do;
- Connects our learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens of the future;
- Applies National Curriculum content through real world contexts;
- Encourages our learners to be curious, ask probing questions and be brave in finding solutions;
- Enacts the core Christian values of our school 'Respect, Responsibility, Love, Trust and Forgiveness', which promote respect for others, responsibility for ourselves and mutual trust.
- Promotes diversity and inclusion;

Planning and delivering our curriculum:

Our enquiry-led curriculum supports our pupils to explore subjects through a sequence of 'key questions' which build up children's knowledge and skills over time. Through our curriculum, our children see themselves as different states of being, for example, as Authors, Mathematicians and Artists – rather than simply learning about English, Mathematics or Art. Author (English) and Mathematicians (Maths) lessons are explicitly taught daily. Enquiries are planned to ensure a broad and balanced range of learning across each phase. The curriculum is enhanced by locally rich and relevant experiences, which weaves in faith, community, and culture.

We support learners to master both the know of and know-how of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. It is also important to make logical links between subjects. We want our learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. You will see these around our school buildings, on visual timetables, on school displays and our online learning platform. It is important that the children see the connection between the subjects they are learning and how this knowledge can be applied.

At The Weald our excellent outdoor environment and the local community are an opportunity for active learning for all our pupils. The school grounds are evolving to enrich different curriculum areas, and outdoor learning is actively promoted and planned for. We ensure in-school learning is enhanced by relevant educational visits and visitors, overnight residential visits which take place in Year 4 and 6, assemblies, charity days and responding to events in the news. A range of clubs and enrichment activities such as concerts, sports matches, gardening competitions, arts assemblies, music, and dance festivals are a regular occurrence in our school. These are a vital part of the children's development as lifelong learners and ensure individual talents are nurtured and celebrated.

Measuring the impact of our curriculum:

The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Real learning can be seen through the children's books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as on our website and newsletters.

At The Weald, on-going assessment is a feature of every lesson, which enables our teachers to plan the next small steps for each child. We have high expectations of our children, and we help them to make good progress in all subjects. This individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

The Weald uses a range of monitoring throughout the year to gauge the effectiveness of what we teach. Senior Leaders and Subject Champions monitor each subject: reviewing learning, asking pupils for their opinion, providing individual feedback to children, celebrating the children's success. The impact of our curriculum is reviewed termly, and progress is measured against end of year outcomes for individual pupils and for the year group.



Religious Education and Being Philosophers at The Weald

Intent: Our Vision

As a Church of England school we are proud that our vision, 'A space to learn and grow – working together in the knowledge and love of God to flourish in all that we do.' is rooted in the theology of the Church of England Vision for Education and the teachings and example of Jesus Christ. The Weald is a Church of England Primary School, in The Good Shepherd Trust, where pupils and staff act out their faith in their daily lives, with Jesus as their example. As a church of England school, we expect all children to acquire a rich, deep knowledge and understanding of Christian belief and practice; this should include the ways in which it is unique and diverse. Alongside this, we believe children should develop their knowledge of the other world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our children to be curious about the world around them, ask questions and to reflect on their own moral and spiritual beliefs, values and experiences.

Our Christian values not only guide our direct teaching of the RE curriculum but are embedded throughout our whole school ethos.

Respect – “And as you wish that others would do to you, do so to them.” Luke 6:31

Trust – “When I am afraid, I put my trust in you.” Psalm 56:3

Responsibility - “Arise, for it is your task, and we are with you; be strong and do it.” Ezra 10:4

Forgiveness - “Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.” Ephesians 4:32

Love - "Love your neighbour as yourself." Mark 12:31

Implementation: How we plan and teach for Religious Education

We follow the Surrey Agreed Syllabus for our Religious Education curriculum. Our RE curriculum is designed to ensure a balance of theology, sociology and philosophy. We have identified these as three Golden Threads:

- 'God': relating to theological approaches;
- 'Identity': relating to more philosophical approaches;
- 'Community': relating to sociological approaches.



These 'Golden Threads' are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills in age-appropriate ways. Pupils' own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils' starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community.

Our Religious Education curriculum is enhanced through experiences and enrichment opportunities including:

- fostering close links with our local church community with regular visits and services as well as visits by clergy to the school.
- Faith ambassadors working alongside the local clergy and SLT to develop RE and collective worship in school.
- taking part in whole school events- (multicultural days, Harvest Festival, school services at Christmas and Easter)
- engaging in daily Collective Worship and whole school Pause Days
- participating in moments of quiet reflection using Prayer stations and reflection areas

- learning through cross curricular opportunities
- spiritual opportunities weaved through our enquiry curriculum and wellbeing Story project curriculum
- enquiries with the 'giving' theme (How are lives saved? How can science help the vulnerable? How can we switch off? What is the difference between surviving and being healthy?) have a particular spiritual and giving back to the community opportunities.

Impact: How we evaluate our learning in Religious Education

Assessment in Religious Education will:

- Be directly related to the expectations of the Surrey Agreed Syllabus.
- Recognise the importance of Religious Education in a Church school, while also recognising that the taught time is considerably less than that of English and maths.
- Seek to identify pupils' development of factual knowledge, skills and attitudes.
- Inform next steps in teaching and learning both for individual pupils and class groups.
- Inform whole school areas for development.
- Enable effective reporting to parents.

The impact of our RE curriculum can be found in our RE floorbooks, the children's written reflections and the quality of discussions that they have. Children show their growing knowledge and understanding of religions through a variety of learning activities. The impact of our RE curriculum can also be found in our children's deep respect for one another and their attitude towards our community. We are proud of how our RE curriculum supports children to both value difference and understand which shared values and beliefs unite us.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value Focus	Respect	Love	Forgiveness		Responsibility	Trust
School Events	Black History Month Harvest	Remembrance Day 11 th November St Andrew's Day 30 th November Christmas and Advent		St David's Day 1 st March St Patrick's Day 17 th March Lent Easter Pause Day	St George's Day 23 rd April	School Diversity Week
Year 3/4 Cycle A	CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?	CHRISTIANITY: How can artists help us to understand what Christians believe and do?	JUDAISM: What are important times for Jewish people?	CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?	SIKHISM: What do Sikhs value?	THEMATIC: How do people try to make the world a fairer place?
Year 3/4 Cycle B	HUMANISM: How do non-religious people celebrate new life?	CHRISTIANITY: What's the Bible's 'big story' - and why is it like treasure for Christians?	CHRISTIANITY: What did God promise to his people?	CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?	ISLAM: How does 'ibadah' (worship) show what's important to Muslims?	THEMATIC: Are words more important than actions?
Year 5/6 Cycle A	CHRISTIANITY: How did the Church begin, and where is it now?	CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?	JUDAISM: What does it mean to be part of a synagogue community?	CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?	ISLAM: What helps Muslims to live a good life?	THEMATIC: What does it mean to live a 'good life'?
Year 5/6 Cycle B	CHRISTIANITY: What do Christians believe about creation?	CHRISTIANITY: How is God Three – and yet One?	HINDU (SANATAN) DHARMA: Why should Sanatanis (Hindus) live a good life?	CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?	BUDDHISM: What is the 'Buddhist way of life'?	THEMATIC: Is life a journey?



LKS2	Compulsory units: 3 per year	Concepts	Compulsory units: 2 per year	Concepts	Thematic units – choose 1 per year
Y3	CHRISTIANITY: How can artists help us to understand what Christians believe and do?	God Incarnation Salvation	JUDAISM: What are important times for Jewish people?	mitzvot Covenant Shabbat Shalom	Why do people make promises?
	<ul style="list-style-type: none">How Christians show ideas about God through artCrosses from around the worldArt (incl. Christmas) from different cultures: Jesus 'like us' (incarnation)		<ul style="list-style-type: none">Importance of 'remembering' in JudaismKey festivals: Passover, Yom Kippur & Sukkot, links to stories & practicesBar/Bat Mitzvah as commitment to keep mitzvot		<ul style="list-style-type: none">How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc.Draw on material across religions & beliefs studied
Y3	CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?	Gospel Kingdom	ISLAM: How does 'ibadah' (worship) show what's important to Muslims?	Tawhid – Allah is One Ummah Salah submission	What is the 'Golden Rule' and why do so many people live by it?
	<ul style="list-style-type: none">Miracles & stories about Jesus through the eyes of Peter'Gospel' as 'good news'Forgiveness & restoration		<ul style="list-style-type: none">Prayer (salah) shows submission to AllahUmmah as an equal community of believersQur'an as final revelation & guide for living		<ul style="list-style-type: none">We share a common need to be treated well in order to live together peacefully.The 'golden rule' is shared across religions & beliefs & how this impacts on ways of living
Y3	CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?	Creation Free will / Fall Covenant People Incarnation Salvation Gospel Kingdom	SIKHI: What do Sikhs value?	Equality Pray, Work, Give Moksha Five Ks Guru	Why do people use creative ways to express their beliefs?
	<ul style="list-style-type: none">The Bible tells the big story of God and his people – place stories & conceptsAt the centre of it is JesusWhy might the Bible be like 'treasure'?Using creativity to express ideas / beliefs		<ul style="list-style-type: none">Duties of Sikhs to pray, work and giveEquality is important to Sikhs & is expressed in langar & Sikh communityGurus as teachers & leaders		<ul style="list-style-type: none">People from different traditions express themselves through the arts in different ways & why this isSome ideas and beliefs are easier to express through the arts / symbolism
Y4	CHRISTIANITY: What did God promise to his people?	God Creation Covenant People	Y4: HUMANISM: How do non-religious people celebrate new life?	Science Reason Empathy	Are words more important than actions?
	<ul style="list-style-type: none">Covenants and stories from OT, including creationWhat impact do God's promises have on Christians, the things they promise and their subsequent actions?		<ul style="list-style-type: none">Celebrating new life is important to religious & non-religious peopleWe have one life to live & it's worth celebrating: freedom to chooseKey principles of Humanism through baby welcoming ceremonies		<ul style="list-style-type: none">Consider key teachings from religions / beliefs studied – is it more important to believe words or live them?Which words / actions do you live by?
Y4	CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?	Gospel Kingdom	THIS BOX IS INTENTIONALLY BLANK!		How do people try to make the world a fairer place?
	<ul style="list-style-type: none">'Kingdom' as God's rule on earth & in heavenJesus' teaching about God's Kingdom in the Sermon on the Mount & the Great CommandmentChristians living as citizens of God's Kingdom				<ul style="list-style-type: none">There are situations of social and economic unfairness in the worldMany religions and belief systems teach it is important to share and give to those who are in need & care for the environmentFocus on Mitzvah Day in Judaism as a way of bringing about tzedek (justice) or Tikkun Olam (restoration)How can we make a difference?
Y4	CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?	Salvation	THIS BOX IS INTENTIONALLY BLANK!		
	<ul style="list-style-type: none">Communion as a sacrament to 'remember'Passover & new covenant (& Easter)Communion & symbolism across the world				



UKS2	Compulsory units: 3 per year	Concepts	Compulsory units: 2 per year	Concepts	Thematic units – choose 1 per year
Y5	CHRISTIANITY: What do Christians believe about creation?	Creation Free will	NB Judaism & Islam units are compulsory & for either Y5 or Y6 Across UKS2, choose either 1 Hindu & 1 Buddhism unit or both Hindu Dharma units: if you choose both, you <u>must</u> include some Buddhism in your chosen thematic unit		How did it all begin?
	<ul style="list-style-type: none"> Link with Science curriculum: creation / evolution theories Humanity has choices – ‘free will’ All of creation is affected by ‘the fall’ One day there will be a new creation 				<ul style="list-style-type: none"> What are the different beliefs about what happened? Are there common threads across religions? Can you believe in both God and science? Is it important to know how the world began?
Y5	CHRISTIANITY: Why is the idea of ‘rescue’ so important to Christians?	Creation Free will / Fall Covenant People Incarnation Gospel Salvation Kingdom	JUDAISM: What does it mean to be part of a synagogue community?	Shema Torah mitzvot Tzedek (Justice)	Is life a journey?
	<ul style="list-style-type: none"> God’s ‘Big Story’ – the rescue plan Stories of salvation across OT & NT ‘Salvation’ in the Easter story Creative expressions of salvation 		<ul style="list-style-type: none"> Centrality of Torah to worship (e.g. shema) Commitment to justice / living according to mitzvot in the Torah Synagogue: place of learning, worship & gathering for different types of Jewish people 		<ul style="list-style-type: none"> Milestones – personal / others How do we overcome hurdles on a journey? How do people decide which way to go? Is a journey better shared? Is a pilgrimage different from a journey?
Y5	CHRISTIANITY: How did the Church begin, and where is it now?	Kingdom Gospel	ISLAM: What helps Muslims to live a good life?	Shahadah Salah Sawm Zakah Hajj hadith	What does it mean to live a ‘good life’?
	<ul style="list-style-type: none"> Birth of the Church at Pentecost God calls the Church to do God’s work in the world and be ‘good news’ Baptism, worship & service are signs of membership 		<ul style="list-style-type: none"> Five pillars as duties for living a good life Fasting and celebrating contribute to a good life Hadith & sunnah as guidance to follow 		<ul style="list-style-type: none"> How do different people answer this question? Does collaborating make life better? What might the consequences of not living a good life be? Impact of good life on world, global / local community & self-identity
Y6	CHRISTIANITY: How is God Three – and yet One?	God Trinity Incarnation	HINDU (SANATAN) DHARMA: What helps Hindus to worship?	‘sanatan dharma’ Brahman (tri)murti Puja Arati ‘Incarnation’	What can be done to reduce racism? Can RE help? (NATRE materials)
	<ul style="list-style-type: none"> Holy Spirit is God at work in the world Holy Spirit in relationship with Father & Son Trinity in baptism of Jesus, creation & Christians’ experience How does this compare with other religions? 		<ul style="list-style-type: none"> ‘Sanatan Dharma’ as a way of life Brahman present in all things & represented in many forms esp. Trimurti Key deities and avatars of Hinduism and their place in Hindu worship 		<ul style="list-style-type: none"> What do we mean by ‘racism’? What can we learn from two statues in Bristol? How can the Golden Rule challenge racism? Can good RE promote justice & equality for all?
Y6	CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?	Incarnation Covenant People Gospel Salvation	HINDU (SANATAN) DHARMA: Why should Sanatanis (Hindus) live a good life?	‘sanatan dharma’ Samsara Karma Moksha	Y6: Who am I and where do I belong?
	<ul style="list-style-type: none"> Jesus as fulfilment of OT prophecies in his birth, life and death Link with story of Simeon in the temple What Jesus said about himself Links to ‘I AM’ statements in John’s Gospel 		<ul style="list-style-type: none"> Cycle of samsara & impact of karma Moksha as release from cycle of samsara Importance of 4 dharma (duties) & artha (honest living) in achieving a good life 		<ul style="list-style-type: none"> How do communities gain a sense of personal identity through the things they believe? What are the things that I believe – and where have my ideas come from? How might these ideas help me as I move into Y7?
Y6	CHRISTIANITY: For Christians, what difference does it make to belong to God’s Kingdom?	Kingdom	BUDDHISM: What is the ‘Buddhist way of life’?	‘Buddha’ Samsara Karma Nirvana	THIS BOX IS INTENTIONALLY BLANK!
	<ul style="list-style-type: none"> Command to ‘act justly, love mercy, walk humbly’ – what does this mean? Lord’s Prayer – on earth/ in heaven Christians’ beliefs about life after death 		<ul style="list-style-type: none"> Story of Buddha’s enlightenment Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara Eightfold Path as the way to enlightenment esp. meditation 		

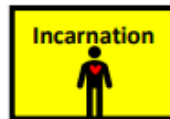


END OF PHASE EXPECTATIONS WITH SKILLS: LOWER KEY STAGE 2



By the end of LKS2, most pupils can...	Through exploring the Golden Threads, pupils will develop these skills in RE
<ul style="list-style-type: none"> identify similarities and differences between theological concepts / religions / beliefs, giving examples from their learning describe and suggest meanings for symbols and other forms of expression for people of faith or belief, giving reasons for their ideas make links between concepts / beliefs, texts / stories and practices (believing, belonging and behaving) 	<ul style="list-style-type: none"> Reflection e.g. responding to religious text, stories, places or people in ways that demonstrate some understanding of the world of religion and belief, making insightful contributions to class discussions. Empathy e.g. considering the thoughts feelings, experiences, beliefs and values of others in the way that they talk, expressing & identifying feelings in different ways and developing and appreciation that others view the world / feel differently. Investigation e.g. asking questions / enquiring about religions and beliefs, using subject specific vocabulary; selecting relevant sources (such as art, artefacts and text) as evidence of people's beliefs and actions. Interpretation e.g. suggesting meanings of religious text, artefacts, art, and symbols; appreciating that these meanings might be different for different people and considering what might influence this. Evaluation e.g. through discussion and debate, comparing their own and other people's ideas about answers to big questions using evidence to inform their opinion. Analysis e.g. by asking questions to distinguish between the features of different religions and beliefs. Synthesis e.g. through making links between different religions and beliefs and being able to identify aspects that are similar; showing connections between different elements of learning such as beliefs, practices and ways of life. Application e.g. making associations between a faith or belief and the actions of an individual and a faith community local or national, such as in the provision of food for the community. Expression e.g. demonstrating their knowledge and understanding of faith and belief (including some concepts and practices) in a variety of ways such as through, talk, drama, creative artwork or writing.
<ul style="list-style-type: none"> investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience identify the impact of beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and/or how they live 	
<ul style="list-style-type: none"> compare their own ideas, influences and/or feelings with those of others make links between what they and other people think about God / being human / what is important in life / how to behave give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ('personal knowledge') ask significant questions about life or human experience, comparing their ideas with others' and suggesting answers from their learning 	

Christianity concepts explored:



END OF PHASE EXPECTATIONS WITH SKILLS



Resources produced jointly by Surrey SACRE & Diocese of Guildford for use with the Surrey Agreed Syllabus for RE 2023-2028



END OF PHASE EXPECTATIONS WITH SKILLS: UPPER KEY STAGE 2



By the end of UKS2, most pupils can...	Through exploring the Golden Threads, pupils will develop these skills in RE
<ul style="list-style-type: none"> explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate express their understanding of concepts in theological terms suggest some ways in which different people might interpret key texts / sources suggest meanings for a range of forms of expression, using accurate vocabulary 	<ul style="list-style-type: none"> Reflection e.g. on concepts studied, such as the meaning and significance of incarnation / salvation for Christians or Shabbat rest for Jewish families, relating to their own experiences in the world today; appreciating how someone's beliefs might influence their 'worldview'. Empathy e.g. being able to appreciate the value of belief for different groups of people, even if it is different to their own; demonstrating respect for different ideas and beliefs Investigation e.g. selecting and exploring a variety of sources of evidence (including data) of the things that people believe, using accurate religious vocabulary; using these sources to draw conclusions about similarities and differences in people's lived experience. Interpretation e.g. being able to explain the meaning in religious texts, artwork and artefacts; suggesting reasons why people might interpret key texts or stories differently, or express belief in different ways; explaining how symbols might represent concepts or ideas. Evaluation e.g. ranking ideas according to their importance for different people, including themselves; making decisions informed by their learning. Analysis e.g. distinguishing between historical facts and belief, or different ideas across / within religions and beliefs, drawing on their learning as evidence. Synthesis e.g. linking concepts within and across religions and beliefs, using existing knowledge to draw conclusions about less familiar ideas or concepts. Application e.g. describing the impact of religion and belief on different groups of people and cultures, locally, nationally or globally. Expression e.g. explaining concepts in a range of different ways such as art, poetry, descriptions & explanations, or using symbols as a way to express an idea.
<ul style="list-style-type: none"> comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities investigate and describe similarities and differences in lived experience within and between religions / beliefs describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally and globally) 	
<ul style="list-style-type: none"> explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview reflect on possible connections between worldviews and the human search for meaning in life 	

Christianity concepts explored:



END OF PHASE EXPECTATIONS WITH SKILLS



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Link to the Wellbeing Curriculum (Story Project Objectives):

	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
Spiritual Wellbeing My spiritual wellbeing includes everything to do with religion and what I believe in. This includes my school religion and personal beliefs.	I include time for reflection in my school day. I have an understanding of what God means to me. I understand prayer and why it is important to me.	I can explain why time for reflection is important. I can give examples of different ways to reflect.	I include time for reflection in my day and understand the difference between overthinking about something and reflecting on something. I understand that not everyone is Christian and I can tell you some other world religions. I understand and respect diversity in religion.	I include time for reflection in my school day and can make changes to my future based on my reflection. I have visited a place of religion that is different to my own. I can respectfully question different beliefs.	I include time for reflection in my day and understand how I can use positive reflection to boost my self-esteem. I understand the term culture and can tell you about my family or community culture.	I include time for reflection in my day and understand how reflection time can help me to relax in times of stress. I can tell you what I believe in and what is important to me.